



AKA`ULA SCHOOL

PARENT – STUDENT HANDBOOK GRADES 5-12

Revised June 2016

Aka`ula School
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Aloha Aka`ula `Ohana,

We in the Aka`ula school community view ourselves as an `ohana, an extended family breathing life into our school motto of “*Learning and Leading Together*”. The adults in our `ohana are witnessing the rapid growth and changes in their students; teachers are designing and implementing courses of study to meet the learning needs and potential of their students; and the students are the most active learners of all. They are learning about themselves, each other, and the complex world in which we all live.

Moving from elementary school to middle school, and then to high school, is a time of transition that evokes a wide variety of emotions, behaviors, and concerns for both young adolescents and their parents. For many students it's considered a major stepping-stone on the road to becoming an adult. For school faculty, it is an opportunity to have a fresh start with students and to introduce them to the culture and expectations of their new school in a way that promotes positive behavior and involvement.

Our transition plans restore the strong sense of belonging that students once felt in elementary school. This is a key element associated with the positive motivation to enjoy and succeed in academic tasks. The adolescent feels successful in school, has opportunities for self-expression and decision-making, and feels cared for and respected as a person.

The vision, mission, values, and talking points that form the foundation of Aka`ula School are found on the following pages. We know they are bold, but we are incredibly passionate about what we do, and we don't set the bar within reach, even for ourselves. This handbook explains the various procedures, policies, and rules that make our school community function smoothly and effectively so we can move toward our goals. Please take the time to read it and discuss it with your student. We look forward to working with you to make your student's years at Aka`ula School exciting and positive. We appreciate the trust you've placed in us by enrolling your student at Aka`ula School.

The Aka`ula School Staff

Aka`ula School Academic Calendar 2016 - 2017

JULY 2016

S	M	T	W	T	F	S
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JANUARY 2017

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SCHOOL DAYS July 29, 2015-May 27, 2016

- 1st Quarter (53 days): July 25 – Oct 7, 2016
- 2nd Quarter (36 days): Oct 24 – Dec 16, 2016
- 3rd Quarter (48 days): Jan 9 – March 17, 2017
- 4th Quarter (40 days): April 3 – May 26, 2017

AUGUST 2016

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FEBRUARY 2017

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BREAKS

- Fall October 10 – 21, 2016
- Winter Dec 16, 2016 – Jan 9, 2017
- Spring March 20 – 31, 2017

SEPTEMBER 2016

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MARCH 2017

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HOLIDAYS (Offices Closed)

- August 19, 2016 Admissions Day
- September 5 Labor Day
- November 8 Election Day
- November 11 Veteran's Day
- November 24-25 Thanksgiving Holidays
- December 24-25 Christmas Holidays
- Dec 31 – Jan 1, 2017 New Year's Holidays
- January 16 Dr. M.L. King, Jr. Day
- February 20 Presidents' Day
- March 27 Prince Kuhio Day
- April 14 Good Friday
- May 29 Memorial Day
- June 12 Kamehameha Day

OCTOBER 2016

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APRIL 2017

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Quarterly Parent Meetings

- August 3, 2016
- November 2, 2016
- January 18, 2017
- April 12, 2017

NOVEMBER 2016

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MAY 2017

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- 1st Day of Quarter: Purple
- Last Day of Quarter - Green
- Holidays: Yellow
- Breaks: Blue
- Quarterly Parent Meetings: Red
- Student Led Parent Conferences: Orange

DECEMBER 2016

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JUNE 2017

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This calendar subject to revisions.

6/24/16 1:43 PM

8/7/16 7:16 PM

I. AKA`ULA SCHOOL MISSION STATEMENT

Aka`ula School is committed to the collaborative processes of learning, leading, and decision making to provide education that embraces multiple intelligences and meets the needs of a diverse learning community.

VISION

We envision a community of critical thinkers who are able to investigate and take informed actions on social, cultural, and environmental issues. We live by the Aka`ula School Values of collaboration, critical thinking, humanitarianism, integrity, and self-realization.

CORE VALUES

As students of Aka`ula School, we:

- ☞ engage in **Collaboration** ~ realizing that we can go farther together than we can go alone
- ☞ pursue **Critical Thinking** ~ using creativity, imagination, and an understanding of how the world works to pursue excellence
- ☞ embrace **Humanitarianism** ~ honoring diversity by seeking social and environmental justice for ourselves and others
- ☞ live with **Integrity** ~ building a reputation of honesty with ourselves and with others; owning not only our choices and our actions, but also the outcomes that follow
- ☞ pursue **Self-Actualization** ~ striving to improve ourselves from one day to the next

TALKING POINTS

Established in Fall 2003 and opened in School Year 2004-05, Aka`ula School was started to:

- ☞ Take PRISM (Providing Resolutions with Integrity for a Sustainable Molokai) to the broader community.
 - *In 2003, PRISM had a seven-year history on Molokai at that time and had received recognition and awards at local, state, national, and international levels as an exemplary environmental education program. The program offered a context where Hawaiian students could participate in an atmosphere of challenge with support. Students, island-wide, would have the opportunity to participate in PRISM.*

- ☞ Build leadership capacity and positive citizenship.
 - *In 2003, National and Molokai-specific research showed that PRISM students improved their critical thinking and problem solving skills and demonstrated the ability to be contributing community members. Students participating in the program were reported to be more mature, have more poise, self-esteem, and leadership ability, and were more autonomous than their peers.*

- ☞ Help Molokai children and families realize their potential.
 - *In 2003, we were committed to building a community where students, their families, and teachers were engaged in learning. We believed in educating the whole child through a balanced curriculum celebrating multiple intelligences and meeting the needs of a heterogeneous learning community. We believed that learning, leading, and decision-making are essential collaborative skills.*

- ☞ Offer greater possibilities.
 - *In 2003, we wanted to provide new opportunities to enrich the educational experiences of our students, especially in the areas of family participation and community service.*

- ☞ Build a bridge for Molokai youth from elementary school to high school.
 - *In 2003, there was no curriculum unique to middle school students on Molokai. We were dedicated to cultivating inquisitive, exploratory learning and to teach young people how to use their skills and voices to make a difference.*

These five core beliefs became the “talking points” for the development of Aka`ula School and they remain as relevant today as they were when the school was started.

PERSONAL DEVELOPMENT

Aka`ula School promotes personal development in an age-appropriate learning environment. The school identifies responsibilities and principles important to the intellectual, emotional, social, and physical growth of our students.

Intellectual Growth

At Aka`ula School, we believe that all children can learn, and therefore, we believe all children deserve the same quality of schooling, not just the same quantity. Our students are entitled to the quality of education that the wisest parents would wish for their own children, that is the best education possible.

During adolescence, students increase their abstract thought processes. This is often overlooked because it is not as obvious as the physical changes adolescents undergo. During this time period, students begin to develop their own thoughts and are able to reflect and metacognate (think about their thinking). In addition, students are beginning to exhibit understanding and appreciation of the nuances of more complex and intricate humor.

The ever widening intellectual capacity adolescents experience at this point in their lives offers greater flexibility for teachers. Encouraging students to think about their own thinking is a powerful strategy that enables students to make connections between what they are learning and their own lives. The increased ability to understand higher-level humor further opens doors for understanding, thus inviting students to participate in the adult world.

Emotional Growth

Intensity and unpredictability are aspects of adolescence that, at times, result in mood swings, inconsistent behavior, and a false sense of confidence or fear. Adolescents are standing with one foot in the camp of adulthood and one foot in childhood. Emotions and behavior will be erratic and at times will regress as young adolescents see they are entering a “strange, new world” and leaving the security and safety of childhood behind. They are attempting to express their developing identity as an adult while maintaining credibility with their peers.

Social Growth

Young adolescents strongly desire to be apart of a group, with more importance placed on being associated with other adolescents than with adults. Furthermore, this new desire for acceptance in peer groups often places stress on relationships with family members. Though there may be a strong pull away from family towards peer groups, family approval is still wanted and it can be influential in positive and negative ways.

Aka`ula teachers seek to equip adolescents for future success by structuring instruction to allow for collaboration and group interaction. It is vital that instruction, assignments, and projects are meaningful and connected to the lives of our students.

Physical Growth

Middle and high school students experience more physical changes than during any other time in their life with the exception of their first two years of life. It is often not mentioned or clearly understood that young adolescents not only experience physiological changes during puberty, but also experience great brain development during this age. Researchers have found that the area of the brain that controls planning, reasoning, sustaining attention, and other functions is not fully developed. This research has major implications in the classroom that are addressed while planning curriculum.

The previously listed areas of growth are addressed by the following principles that detail our philosophy:

1. We select teaching strategies designed to succeed with students who are active, curious, and maturing in their ability to handle formal processes.
2. We create learning opportunities that involve diverse groups of students, are relevant to the environment, and provide exploratory experiences.
3. We cultivate strong relationships between students and faculty through small classes and a consistent faculty attitude of involvement.
4. School discipline is based on the principle of logical consequences with love and dignity.
5. We emphasize participation in our school programs. Activities are open to all students who wish to participate, the major criterion being a productive, industrious, and cooperative attitude. We place high value on integrity, sportsmanship, and the rewards of cooperation in an atmosphere of respect.
6. Work is everyone's contribution to the community. All students participate in the maintenance of classrooms, common areas, and the campus.

II. General Information

A. ATTENDANCE

Aka'ula School believes regular school attendance is essential to quality education. Compulsory attendance of all students between ages of six and eighteen shall be enforced in compliance with the laws of the State of Hawaii.

Absence Procedure

For reporting absences, please call the school at 567-6981 before 7:45 A.M with the following information:

1. Student's name (first and last)
2. Name and relationship of caller
3. Reason for absence
4. Approximate number of days the student is expected to be absent
5. Send written verification for absences over three days upon the return of the child to school.

Frequent Absences

The school shall make every attempt to notify parents on a consistent basis when students are repeatedly absent from classes. Frequent absences or tardiness in class, excused or unexcused, may seriously affect the student's progress for that class. Attendance patterns of a student are the responsibility of the parent and student.

Excused Absences

Excused absences shall be granted for the following reasons:

1. Personal illness
2. Death in the family
3. Family emergencies
4. Doctor or dental appointments that cannot be scheduled outside school hours
5. Required court appearances
6. Religious holidays with notification from parents
7. Family vacations with prior contact between home and school
8. Other circumstances may be excused at the school's discretion

Chronic Absences

Because regular attendance at school is critically important to learning, students who accumulate a total of 30 absences in a school year (excused or un-excused) will be retained. A letter is automatically sent to a parent or guardian after fifteen, twenty, and thirty days of absences. Students who believe their absences include extenuating circumstances, e.g. medically documented illnesses, may appeal their retention to the school after June 15. The school's decision will be final.

Vacation Absences

If students are traveling with their family, schoolwork needs to be requested, five school days in advance of the absence. It should be understood that it isn't always appropriate to assign work prior to instruction. Work is due on the first day back to school. In the event a student will be absent beyond five days, the teacher will not be expected to provide advance work beyond the fifth day of absence. It is acknowledged that absences beyond five days will be difficult to make-up and may severely compromise the student's academic progress.

Make-up School Work

It is the student's responsibility to make arrangements with teachers for obtaining and submitting make-up work. Work should be made up within a reasonable time. A rule of thumb is one-day grace period for each day absent.

Scheduled Appointments

When a student needs to leave during the school day for an appointment, a parent/guardian should call the school stating the reason and time of departure. When it is time to leave, the student should notify the teacher. Upon returning to school within the same day, students should check back in with their teacher.

B. SCHEDULE AND TARDINESS

Middle school will begin at 7:45 AM daily and end at 3:15 PM, Monday through Thursday and at 11:15 AM on Friday.

High school will begin at 7:45 AM daily and end at 3:15 PM, Monday through Thursday and at 11:15 AM on Friday.

In a small school community like ours, students leaving early and/or arriving late cause inconvenience and extra work for faculty and other students. The school encourages students to be in their classrooms 10 minutes before the start of their school day. Students are recorded as tardy if they arrive after the start of the school day.

If students are tardy they are expected to enter the classroom quietly and will be required to make-up any missed work. A parent conference may be called in the event of chronic tardiness.

Unexcused lateness includes: oversleeping, staying up too late, repeated car breakdowns

Excused lateness includes: appointments with verification, acts of nature, funerals, late airplanes, and late busses

C. DROP OFF AND PICK UP

The Aka`ula School parking lot and driveways are congested areas that are shared by vehicles, bicyclists, and pedestrians, as well as neighboring businesses. To make the campus as safe as possible, please:

- Drive slowly with extreme caution.
- Avoid using cell phones.
- Yield to pedestrians.
- Do not double park or otherwise block traffic.

Students may be dropped off at school starting at 7:00 AM and should be picked up no later than 3:30 PM unless other arrangements are made.

Whenever possible, if you need to pick up your child early, please notify the school a day in advance so teachers can be informed.

D. MEDICAL APPOINTMENTS

Parents of students are responsible for making arrangements for transporting their children to medical/dental appointments scheduled during the school day. Whenever possible, parents are encouraged to schedule medical/dental appointments during school inter-sessions, on Saturdays, or after school to minimize missed class time.

E. LUNCH

Aka`ula School does not have a formal lunch program. Students may bring home lunch, purchase snacks from the schools' snack shop, or order from Coffees of Hawaii. On Monday's students may also order from Pizza Café. Students may not purchase or bring snacks or drinks where the first ingredient listed is sugar. Approved beverages are milk, water, and 100% juice. We have a refrigerator and four microwaves. Please clearly label all reusable containers with the family name so they can find their way back home. Reusable containers left longer than one week may be donated to MOC.

It is prohibited by Board policy for any Aka`ula School faculty, student, parent, and/or alumni, to use polystyrene food service products on school premises, or at any school event or hosted function.

F. GUM/CANDY, SODA, AND JUICE LESS THAN 100% NOT ALLOWED ON CAMPUS.

We encourage students to eat and drink healthy foods as studies show a direct relationship between good nutrition and learning. While pure juice drinks are allowed, they still contain large amounts of sugars. Milk and water are the preferred drinks. Water is available to help students keep properly hydrated. Students should bring their own reusable water bottle.

G. TELEPHONE AND SMALL ELECTRONICS USE

Please communicate with your student prior to the start of school regarding any schedule changes in pick up times, etc. The school phone is for business purposes and should only be used for such purposes. If a student has an emergency, he/she will be allowed to use the phone, but it is not to be used to clear social calendars. In the event that a student brings a cell phone or pager, it must be turned off and stored before school starts. Phones that are not turned off will be confiscated and returned to students at the end of the day. In the case of a second offense, the phone will be confiscated and returned directly to parents. Entertainment devices, such as video games, walkmans, iPods, and mp3 players, ***are not permitted on campus at any time and should not be brought to school.*** Because students do not have secure lockers, the school will not be responsible for lost or stolen electronics.

H. TECHNOLOGY POLICY

The Board of Trustees adopted a detailed policy regarding the use of technology in February of 2012. The complete policy can be found at the back of this handbook.

I. ANTI-BULLYING POLICY

Aka`ula School has participated in the Challenge Day Program since 2007 and is committed to being a "Bully Free Zone." To support these efforts the Board of Trustees adopted an anti-bullying Policy in February of 2012. The complete policy is found at the back of this handbook.

J. PUBLIC DISPLAYS OF AFFECTION POLICY

The Aka`ula School Board of Trustees approved a policy regarding public displays of affection on 2/26/2008. It reads, "Students shall refrain from engaging in public displays of affection. Such displays include kissing, hand holding, sitting on students' laps, or other behaviors that promote romantic relationships on campus."

K. BICYCLES, SKATEBOARDS, AND HEELYS

Students may ride bikes to and from school. Students riding bikes need to approach the school from the mauka road. When they reach the school, they should dismount from the bike, walk it to the bike rack and secure it there until they leave for home.

Due to safety concerns, the parking lot is off limits to students riding bikes or skateboards. Skateboards are not to be ridden on the property at all. Nor may they be ridden to the bus stop in front of Coffees of

Hawaii. They may be stored outside against the wall under the backpack hooks. Heelys are **not** allowed at school.

L. AKA`ULA SCHOOL YOUTH BOARD OF DIRECTORS

The Aka`ula School Youth Board of Directors was formed at the beginning of the 2009-2010 school year. The Board is comprised of representatives from each grade level, 5-8 and high school. To become a member of the Board, students submit a written application to the staff. The staff reviews the applications and interviews all applicants. Selection is based on a set of criteria that include academic standing, adherence to school values, and recommendations. Once selected, the Board determines its own leadership positions.

The Board has two main responsibilities: planning student activities and philanthropic giving. The Board raises money through its recycling program. For each dollar it spends on a student activity, it donates the same dollar amount to a Molokai nonprofit organization. The Board meets once a week.

M. QUARTERLY INFORMATIONAL MEETINGS

It is vital to the Aka`ula School philosophy that families are active and informed participants in their child's education. Weekly updates (sent home in the purple envelope), and mandatory quarterly meetings help everyone stay current and address any concerns. The quarterly meetings will be held the second Wednesday of each quarter.

N. TUITION, FINANCIAL AID, VOLUNTEERING, AND FUNDRAISING

The tuition contract provides details about tuition, financial aid, and volunteer hours.

- Students wanting to receive financial aid must fill out an application with TADS, a third-party service provider. TADS recommends financial aid distribution after a careful review of all applications.
- Parents of students receiving financial aid plan fundraising events that support the financial aid program. Planning meetings will be held at the close of the quarterly informational meetings.
- Volunteering on behalf of your student accomplishes the following:
 - It keeps families connected. This can be a time when young adolescents begin distancing themselves from their family as a way of redefining boundaries. Too often adults concede to their child, which allows the child to define family relationships. We see volunteering as a means of staying in touch with what is going on in your child's life.
 - It shows your child that you are making an investment in them. You are not only investing financially in their education, but you are being active in your investment. Actions speak louder than words and when your children see you working on their behalf, they gain an appreciation for the educational opportunities you are providing through your efforts.
 - It allows the school to keep tuition affordable. Through volunteer work, the school has saved from \$55,000 - \$70,000 per year since opening.
 - It creates a community in which our students, families, and staff thrive. Hui Makua serves as an incredible community model in terms of cooperation, leadership, integrity, and perseverance. Our school families become an `ohana and students learn that when many hands work together the load is lighter. Together we can accomplish what we can't do alone.
- The number of instructional days will be divided by the number of students receiving financial aid to determine the number of classroom cleaning days per child. There is a \$50 charge to the student account if a cleaning day is missed. Any such charges will be billed at the end of each quarter.

O. TEXTBOOKS AND STUDENT SUPPLIES

- Each student will pay a supply fee at the beginning of the year. This fee will cover binder, binder paper, composition books, flash drive, dry erase pens, pencils, pencil sharpener, pens, cap erasers, pencil bag, glue, protractors, compasses, highlighters, sharpies, art supplies, Kleenex, paper towels, toilet paper, cleaning supplies, and a copy of the school yearbook.
- Families will supply swim goggles and swimsuit for middle school students and high school students participating in swimming.
- Families are responsible for supplying a water bottle and school shirts should they be required.
- The school will assign textbooks and calculators to each student to use during the year. Lost or damaged textbooks and/or calculators will be the responsibility of the family.

P. STUDENT BACKPACKS

Student backpacks are to be kept in designated areas during the school day. Because space is at a premium, backpacks are not to be hung on the back of chairs, set on the floor, or on the desk. We have provided shelf space for textbook storage so students can keep backpacks light.

Q. DRESS CODE

- Students need to wear a school shirt, and adhere to all other dress code conditions.
- On Casual Friday, students may wear a shirt of their choice as long as it fits appropriately, does not sport an inappropriate message, and does not distract from the learning environment. No bare shoulders, midriffs, or backs.
- Student attire should reflect pride in the person and in the school, and dress should be moderate and in good taste.
- Clothing should be neat and clean.
- Shorts, pants, and skirts must fit appropriately and not distract from the learning environment. They should be no higher than two inches above the knee. No “skinny” jeans. Tights or leggings may be worn only if under an appropriate length skirt.
- Clothing with inappropriate words, graphics, symbols, decorations or references to drugs, alcohol, tobacco or sex is not acceptable.
- All hats and sunglasses must be removed whenever inside a building.
- Hair needs to be clean, groomed, and out of the eyes.
- Middle school students may not wear make up. High school students may wear light make-up (no false eyelashes).
- No piercings (other than ear) or tattoos may be displayed.
- No outerwear (jackets, hoodies, sweatshirts) in the classroom.
- The dress code is in effect during the school day (7:00AM to 3:00PM) and whenever students are in the classroom buildings, or attending school activities/events.

R. KIHEI

Students will receive his or her school kihei at the end of their eighth grade year. Seventh and eighth grade students may be allowed to wear kihei at special events such as the entry to Makahiki. Kihei are stored at the school when not in use, until students leave the school and take their kihei with them. Kihei are said to contain the “mana” of the owner and should never be worn by anyone else. They should not be sat on or used as a tablecloth or beach towel.

III. COMMUNICATION WITH AND FROM AKA`ULA SCHOOL

A. GENERAL CHAIN OF COMMUNICATION:

If you have questions about your child's classroom performance or behavior, please contact the teacher in charge of that class at 567-6981. If you have questions about school policy pertaining to the curriculum, discipline, or other classroom matters, please call your student's teacher at 567-6981. If you have questions about school policy pertaining to fundraising, tuition, or development, please call the office at 567-6980.

B. UPDATED INFORMATION:

If you need to update your phone, address, or email information, please contact the office at 567-6980.

C. PHONE MESSAGES

Phone messages for students and teachers: 567-6981.

Phone messages for office matters: 567-6980. This is also the number to use if you want to leave a recorded message.

D. SCHOOL NEWSLETTER

The school newsletter is produced by Aka`ula School students and staff. This newsletter is the primary method of communication between the school and the school `ohana and will be distributed to each family by email. Families will receive a hard copy of the newsletter on request.

E. STUDENT LED CONFERENCES

Student led conferences will be held in the fall. Students will compile and maintain portfolios of their work as they prepare to lead their conference. At the conference, students will share their reflections, an analysis of their work and develop goals with family and teachers. Successes and challenges will be discussed as well as plans to monitor and meet goals.

F. REPORT CARDS

Within one week of the end of each quarter, report cards will be emailed to families. A hard copy will be provided upon request.

G. TeacherEase

TeacherEase is a program that allows parents to see their children's grades online. Each family will be assigned an account number at the beginning of the year. Using the account number, families set their own password and can then access grades, missing assignments, etc. at their convenience and as often as they want. Teachers input the grades and the system calculates the letter grade. Grades are updated at least once a week, usually on weekends. TeacherEase lets families be more proactive in helping their child/children reach full potential. Families are encouraged to check the site frequently to celebrate successes and monitor for missing, incomplete, and/or poorly done assignments. Contact the subject area teacher if you have questions about how to use **TeacherEase** or to find out how grades can be improved.

H. DISCIPLINE REFERRALS

As much as possible, teachers work with students to redirect misguided or inappropriate behavior within the school setting. Each teacher has a clipboard where they note the day, time, student's name, and the nature of any behavioral infraction. As a staff this helps us to look for patterns in student behavior, and helps us to guide your child as they grow and mature. A discipline referral is sent home for signature in the event that a student will not be redirected or in the event of a serious infraction. If the infraction is serious enough, a parent conference will be called. *See also section on Discipline Code.*

IV. HEALTH AND MEDICAL CARE

Aka`ula School must conform to all requirements of Hawaii's Department of Health and all requirements must be taken care of before your child attends school. This includes the following:

- **Tuberculosis Clearance** – TB screening must be completed by new students prior to attending Aka`ula or the family must provide a copy of previous test results.
- **Immunization Records** – The State Department of Health requires basic immunizations and boosters for all students attending school in Hawaii.
- **Scoliosis Screening** - The State Department of Health, HAIS, and WASC require that all students in seventh grade and new students in eighth grade undergo a scoliosis screening. Parents will be informed of any need for further family doctor screening or follow up.

In addition, Aka`ula School requires the following information for each student:

A. HEALTH INSURANCE

Families are asked to record their insurance carrier and policy number on the Emergency Information form.

B. EMERGENCY CARE

Parents and/or guardians will always be called to make decisions about emergency medical or emotional issues that may arise. However, if we are unable to reach you at your contact numbers, we will use our professional judgment and act accordingly. Should you have specific instructions for the school, they must be sent to the office in writing so that we may include them with your student's records. Your cooperation and understanding is expected and appreciated.

C. SERIOUS INJURY OR ILLNESS

Please inform the office of any serious illness or injury. A doctor's note, indicating diagnosis and clearance for participation in physical education is required when a student returns to school following hospitalization, serious illness, or injury.

D. COMMUNICABLE DISEASES

Parents are requested to report all communicable diseases (strep throat, chicken pox, etc.) to the office as soon it is diagnosed.

E. ILLNESS

For the safety of others, students may not attend school when they have the following illnesses:

- Contagious diseases such as chickenpox, flu, colds, strep throat
- Diarrhea or vomiting
- Head lice
- Bacterial skin infection
- Fever greater than 100 degrees – *student must remain at home until no fever for 24 hours*
- Persistent cough or wheezing
- Pink eye – *until prescription eye drops are administered for 24 hours and eye is no longer itchy or irritated*

F. MEDICATION

Aka`ula School does not have a health room or a school nurse. As such, the school will not issue prescription or non-prescription medication to students. Prescription medicine may be stored in the office, but it is the responsibility of the student/parent to ensure the medication is taken on schedule.

G. ILLNESS DURING THE SCHOOL DAY

If a student feels ill during the school day, the parent or guardian will be contacted and a decision will be made as to whether the child should be picked up. In most cases, the school will opt to send the student home.

H. PARENTAL ABSENCES

When parents/guardians are away, a note is requested prior to their departure indicating dates of the trip, names and phone numbers of the adult in charge during the parents' absence. It must also indicate who is authorized to make medical decisions for the student.

I. PHYSICAL EDUCATION EXCUSES

We encourage healthy living and our physical education program promotes this concept. If a student needs to miss more than two days of physical education due to an illness or an injury, he/she is required to have a note from a physician to indicate the appropriate level of participation in physical education.

J. EMERGENCY SITUATIONS

In the event of a crisis situation, Aka`ula School will respond in a timely and effective manner to ensure safety, provide personal and emotional support to individuals, and communicate appropriate messages to parents, students, the community, and the media. An example of an emergency situation would be the closing of school because of hurricane conditions. In such an event, the staff will notify families regarding the school's closure. The school will stay open until the last student has left the school property with a family member. In the event that family members cannot pick up a student, the principal will take the student to the Kualapuu's emergency hurricane shelter and stay with the student until the student can be reunited with his/her family.

Evacuation Directions

Students in the makai (south) room will proceed out the east classroom door. Students in the mauka (north) room will proceed out the north door at the back of the classroom. Lead teachers will be the last people out, taking their attendance folders and locking the doors behind them. Students will meet at the stage area and await further instructions.

Should the fire block access to primary exit doors, students are to proceed to secondary exits, which include the windows and the south door in the mauka room.

In any crisis, circumstances may arise which have not been anticipated. In such cases, common sense will prevail. Faculty members are responsible for transmitting information about emergency procedures to students and for exercising control and discipline in their supervision of students in evacuation situations.

Students are expected to cooperate completely with all directions regarding any situation at all times.

Fire, campus evacuation, and emergency lock down drills will be held to ensure that the school community is prepared to deal with possible emergencies.

V. TRAVEL

Student travel is an important part of Aka`ula School. Travel provides an opportunity to share our academic and environmental work, as well as giving our students the opportunity to experience other cultures and customs.

Business trips: On these trips students plan and make a presentation at a national or local conference. This type of travel requires many hours of advance planning and the cost is partially covered by grants or other gifts. Student participation may be limited. If so, criteria for selection will be announced, application forms will be sent home, and tryouts will be held.

Cultural exchanges: Students travel to another country or state to learn more about another culture. Before traveling they learn songs, stories and games to share along the way. There are no tryouts and any student may participate, but there may be a limit on how many can travel. In this case preference would be given to older students. These trips are financed by family members and fundraising events.

“Award” trips: These trips are prepaid as a result of winning an award or grant. They have limits on the number of travelers and tryouts are held to select those that would best represent Aka`ula School at that particular type of event. Criteria and applications are sent home in advance of the tryout.

Student Travel Policy (July 2004)

Student travel is a privilege and optional school activity. While travel is important to students’ personal growth and knowledge, travel comes with responsibilities.

- To travel a student must be current with tuition payments.
- Travel payments are non-refundable once trip reservations have been made.
- Trip payment dates must be met, or a student may be removed from the travel roster.
- Students are responsible for taking home trip letters for parents to read and for bringing back any signature forms by the deadlines.
- Students must have parent permission and support for trip planning and fundraising. This includes attendance at all pre-trip meetings.
- Students need to be caught up with schoolwork and show that they can get along and work well with others.
- Upon return from the trip students are expected to prepare and attend a slideshow or movie presentation. This is an opportunity to say than you to those who helped support student travel as well as share with the community and family members. Students are also expected to write an article about their travel for the local newspaper and school newsletter.
- Students don’t need to have the highest grades or be the most talented in the class to travel. Students do need to have parent permission and support, and be willing to work hard to prepare for the trip.

VI. ACADEMIC PROGRAM

MIDDLE SCHOOL

A. PROGRAM DESCRIPTION

The Aka`ula School program of study encompasses the full range of a structured learning environment for middle school grades 5-8. Along with the core curriculum of Language Arts, Math, Science, Social Studies, and Health/Physical Education, students are exposed to Art, Music, Drama, Technology, and other enrichment opportunities offered throughout the year.

The approach in each core course is to encourage the highest possible degree of student involvement. We believe that a student who carefully completes assignments in each subject makes the greatest progress towards the achievement of educational goals. Therefore, we expect all students to complete their assignments to the best of their ability and to request help from their teachers as needed.

B. DAILY SCHEDULE

A revised daily schedule will be sent home at the start of each quarter.

C. PROVIDING RESOLUTIONS WITH INTEGRITY FOR A SUSTAINABLE MOLOKAI (PRISM)

PRISM was started to engage students in learning skills to become effective participants in their community. To do this, teachers bring students and community resource managers and leaders together on issues such as solid waste, land use, energy, ecotourism, and biodiversity. These resource people help students realize the importance of sound research methods as the basis for appropriate plans of action and public testimony. The culmination is a symposium planned and produced by the students. Developing these connections and networking with the community has led to increased interest in school by students, parents and community members. In addition, it has provided the community with a model for making presentations on issues at public meetings.

Each year student groups select an issue they are interested in and conduct an in-depth investigation. Students use a process approach developed at Southern Illinois University at Carbondale by Dr. Harold Hungerford, Investigating and Evaluating Environmental Issues and Actions.

“Providing Resolutions with Integrity for a Sustainable Moloka`i” is the goal of PRISM. The ultimate intention of PRISM is to prepare environmentally literate citizens who are willing and able to make informed decisions, which promote both the quality of human life and the quality of the environment.

Over a decade of research shows that PRISM students are motivated to learn fundamentals, develop advanced critical thinking and communication skills, and investigate social, cultural, and environmental issues.

PRISM is comprised of the following components:

Student research	Skill building	Student hosted symposium
Publishing	Speaker’s bureau	Leadership opportunities
Community partnerships	Volunteering opportunities	Networking
Travel opportunities		

PRISM and Parents

PRISM students are diverse in their academic and behavioral abilities and needs and IEEEA is a demanding course of study. A great deal of the science content in school depends on the interest of the

students and the issues they choose to investigate. Students need to read difficult material and even create background research from primary sources. This challenges them to improve their reading, vocabulary, and writing skills. When they complete their investigation, they publish their work in a proceedings.

As a parent there are many ways you can become involved in PRISM. You can:

- share your viewpoints about community issues while listening respectfully to your child's thoughts and the thoughts of others,
- let your child make phone calls when it is time to collect data,
- volunteer and become involved in the community,
- encourage your child to ask questions,
- help your child with difficult reading and,
- ask your child to teach you what they learned in school.

D. STANDARDIZED TESTING PROGRAM

Each spring, students will take a national standardized test. Scores are used to identify curricular strengths and needs and develop interventions as needed. Families will receive copies of test scores and a file copy will remain in each student's cum folder.

E. FIELD TRIPS

Students need to have health insurance and submit necessary forms to participate in school field trips.

F. HOMEWORK

Students can expect to have math and language arts homework every night from Monday to Thursday. They can also expect to have long-term projects in science, social studies, and afternoon classes.

Parent involvement is important to the educational success of young adolescents. Unfortunately, involvement tends to decline when a child leaves elementary school and enters the middle school. Parent involvement means you know what your child has been assigned by checking their calendar, you communicate with the staff about your child's progress, check **TeacherEase**, and you read the newsletters. For example, if your child is consistently telling you they have no homework, call the school and ask because there are very few days when students don't have homework. When you are involved in your child's education, it shows students the value you place on them and their learning.

G. HOMEWORK HELP

Homework help is available Monday through Friday from 7:00 – 7:45 AM and from 3:00 – 5:00 PM Monday through Thursday. Students are encouraged to attend homework help if they need assistance with assignments or they need a place to complete homework. Attending homework help is optional unless requested by a teacher when a pattern of missing assignments develops.

H. TECHNOLOGY USE AND COMPUTER USE POLICY

We expect students to use computers and other technologies in an ethical manner. These "tools" can enrich student learning and the quality of student products. While students are encouraged to become proficient in the use of tech applications to enhance their projects and to use the Internet to gather information, there are restrictions.

Students may not:

- download programs or applications without teacher permission.
- may not check personal email, or visit Facebook or MySpace sites at school.
- plagiarize material from the Internet.

We know that some families allow their children to have MySpace and Facebook accounts. We encourage families to closely monitor these sites, as these sites have created serious problems at school in the past. We are concerned about students who have unmonitored or hidden accounts. If your child has an account, we encourage you to look at their site and the other sites they visit.

I. GRADING

If a student earns a letter grade of “C”, it means they are performing “as expected” at national grade level standards. A letter grade of “D” means that a student is approaching, but has not met, grade level standards. An “F” means a student has not completed work that meets standards at their grade level and will not receive credit for the course. A letter grade of “B” means a student is “exceeding” grade level standards and a letter grade of “A” means a student is “substantially exceeding” standards.

Please keep in mind that as the year progresses the difficulty of work increases. A student who enjoyed academic success the first quarter needs to complete more difficult work the second quarter to reach that same level of success and so on through the rest of the year. We continue to push students to use their newly developed skills and build on their old ones. Please do the same.

J. SCHOOL VALUE ASSESSMENTS

Each quarter teachers sit down together with their grade sheets and behavioral clipboard to assess middle school students in terms of the school values – collaboration, critical thinking, humanitarianism, integrity, and self-actualization. Students are evaluated using a four point scale: 4 – Consistently, 3 – Usually, 2 – Sometimes, 1 – Rarely

K. ACADEMIC HONOR ROLL – MAKE “A”

The Aka`ula School honor society is known as the “Make ‘A’ Club”. Students achieve membership by making As in all core subjects, As and Bs in afternoon classes, and all 3s and 4s in school values. At the end of each quarter we celebrate their success by treating them to lunch at a nearby restaurant.

L. EXTRACURRICULAR ACTIVITIES

We encourage students to be well rounded and explore their interests through extracurricular activities. At the same time we expect them to maintain their academic standing. In past years, we have had student athletes put their sport above their learning, which resulted in lower quality work, missing assignments, and lower grades. Students who come to school very tired with incomplete or missing work are unable to function well in class. We ask for your support in reinforcing and emphasizing the importance of maintaining academic performance.

HIGH SCHOOL

A. GRADUATION REQUIREMENTS

Subject	Credits	Must be taken in
English	4.0	Grades 9-12 (all years)
Mathematics	3.0	Must include algebra, geometry, or IMP equivalent
Science	3.0	Must include biology
Social Studies	4.0	Must include Modern History of Hawaii (0.5 credit) and Civics (0.5 credits)
World Language	2.0	Second year proficiency of one language
Physical Education	1.5	Any semester
Health	0.5	Any semester
Electives	6.0	Any grade level; to be chosen from any department beyond the requirements above
Personal Transition	1.0	Includes LifeSmarts, Transitions, Career Planning, CollegeOnTrack
	25.0	

Personal Transition courses are taught in grades 9 – 12 and are integrated throughout the curriculum. The advisor will conduct sessions during which the students will receive the tools necessary for personal and social growth, while preparing for post-high school education and/or careers.

Keyboarding/Word Processing

By the time students graduate from Aka`ula School, they must have either taken one semester of keyboarding or pass the keyboarding proficiency test.

Health & Fitness

All high school students are expected to maintain a healthy and active life style. Students will receive instruction on nutrition and their fitness regimen will be monitored. Participation in Aka`ula School's physical education classes will be accepted as physical activity (at least one day per week).

School Service

All high school students are expected to give service to the school in a variety of ways. During each of their high school years, students must complete a minimum of twenty-five hours of service assignments. Assignments include, but are not limited to, clerical tasks, teacher assistance, and maintenance. Non-Credit Requirements include participation school and community service projects.

B. DAILY SCHEDULE

A revised daily schedule will be sent home at the start of each quarter.

C. CREDIT RECOVERY

While the staff of Aka`ula School does everything in its power to help students be successful learners, there may be times when personal or academic reason keep a student from passing a course. Credit recovery courses are not included in the tuition, and families will be responsible for any additional cost.

D. COURSE EXTENSIONS, DROPS & RESCINDING OF COURSE ENDINGS/DROPS

It is at the discretion of the instructor to extend or drop courses; the same applies to the rescinding of course drops/ends.

E. STANDARDIZED TESTING PROGRAM

Each spring, students will take a national standardized test. Scores are used to identify curricular strengths and needs and develop interventions as needed. Families will receive copies of test scores and a file copy will remain in each student's cum folder.

F. GRADING

Student GPA and class rank, will be determined based on the following scale:

Grade	Point Value	Range in Percentages
A	4.0	93-100%
A-	3.7	90-92%
B+	3.3	87-89%
B	3.0	83-86%
B-	2.7	80-82%
C+	2.3	77-79%
C	2.0	73-76%
C-	1.7	70-72%
D+	1.3	67-69%
D	1.0	63-66%
D-	0.7	60-62%
F	0.0	0-59%

Teachers' individual grading practices are outlined in their course syllabi.

G. TECHNOLOGY USE AND COMPUTER USE POLICY

We expect students to use computers and other technologies in an ethical manner. These "tools" can enrich student learning and the quality of student products. While students are encouraged to become proficient in the use of tech applications to enhance their projects and to use the Internet to gather information, there are restrictions.

Students may not:

- download programs or applications without teacher permission.
- may not check personal email, or visit Facebook or MySpace sites at school.
- plagiarize material from the Internet.

VII. PLAGIARISM

High school students are expected to use MLA formatting for all written reports and papers, including a work cited page. Below is an overview of plagiarism and how to prevent it from "What Is Plagiarism?" *Plagiarism.org*. iParadigms, 2014. Web. 20 Nov. 2012.

What is plagiarism?

Many people think of plagiarism as copying another's work or borrowing someone else's original ideas. But terms like "copying" and "borrowing" can disguise the seriousness of the offense:

According to the Merriam-Webster Online Dictionary, to plagiarize means

- to steal and pass off (the ideas or words of another) as one's own
- to use (another's production) without crediting the source
- to commit literary theft
- to present as new and original an idea or product derived from an existing source

In other words, plagiarism is an act of fraud. It involves both stealing someone else's work and lying about it afterward.

But can words and ideas really be stolen?

According to U.S. law, the answer is yes. The expression of original ideas is considered intellectual property and is protected by copyright laws, just like original inventions. Almost all forms of expression fall under copyright protection as long as they are recorded in some way (such as a book or a computer file).

All of the following are considered plagiarism:

- turning in someone else's work as your own
- copying words or ideas from someone else without giving credit
- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit
- copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not (see our section on "fair use" rules)

Most cases of plagiarism can be avoided, however, by citing sources. Simply acknowledging that certain material has been borrowed and providing your audience with the information necessary to find that source is usually enough to prevent plagiarism. See our section on [citation](#) for more information on how to cite sources properly.

What about images, videos, and music?

Using an image, video or piece of music in a work you have produced without receiving proper permission or providing appropriate citation is plagiarism. The following activities are very common in today's society. Despite their popularity, they still count as plagiarism.

- Copying media (especially images) from other websites to paste them into your own papers or websites.
- Making a video using footage from others' videos or using copyrighted music as part of the soundtrack.
- Performing another person's copyrighted music (i.e., playing a cover).
- Composing a piece of music that borrows heavily from another composition.

Certainly, these media pose situations in which it can be challenging to determine whether or not the copyrights of a work are being violated. For example:

- A photograph or scan of a copyrighted image (for example: using a photograph of a book cover to represent that book on one's website)
- Recording audio or video in which copyrighted music or video is playing in the background.
- Re-creating a visual work in the same medium. (for example: shooting a photograph that uses the same composition and subject matter as someone else's photograph)
- Re-creating a visual work in a different medium (for example: making a painting that closely resembles another person's photograph).
- Re-mixing or altering copyrighted images, video or audio, even if done so in an original way.

The legality of these situations, and others, would be dependent upon the intent and context within which they are produced. The two safest approaches to take in regards to these situations is: 1) Avoid them altogether or 2) Confirm the works' usage permissions and cite them properly.

GLOSSARY

Attribution

The acknowledgement that something came from another source. The following sentence properly attributes an idea to its original author:

Jack Bauer, in his article "Twenty-Four Reasons not to Plagiarize," maintains that cases of plagiarists being expelled by academic institutions have risen dramatically in recent years due to an increasing awareness on the part of educators.

Bibliography

A list of sources used in preparing a work

Citation

A short, formal indication of the source of information or quoted material. The act of quoting material or the material quoted.

Cite

to indicate a source of information or quoted material in a short, formal note; to quote; to ascribe something to a source.

Common Knowledge

Information that is readily available from a number of sources or so well-known that its sources do not have to be cited. The fact that carrots are a source of Vitamin A is common knowledge, and you could include this information in your work without attributing it to a source. However, any information regarding the effects of Vitamin A on the human body are likely to be the products of original research and would have to be cited.

Copyright

A law protecting the intellectual property of individuals, giving them exclusive rights over the distribution and reproduction of that material.

Endnotes

Notes at the end of a paper acknowledging sources and providing additional references or information.

Facts

Knowledge or information based on real, observable occurrences. Just because something is a fact does not mean it is not the result of original thought, analysis, or research. Facts can be considered intellectual property as well. If you discover a fact that is not widely known nor readily found in several other places, you should cite the source.

Fair Use

The guidelines for deciding whether the use of a source is permissible or constitutes a copyright infringement.

Footnotes

Notes at the bottom of a paper acknowledging sources or providing additional references or information.

Intellectual Property

A product of the intellect, such as an expressed idea or concept, that has commercial value.

Original

Not derived from anything else, new and unique; Markedly departing from previous practice; The first, preceding all others in time; The source from which copies are made

Paraphrase

A restatement of a text or passage in other words. It is extremely important to note that changing a few words from an original source does NOT qualify as paraphrasing. A paraphrase must make significant changes in the style and voice of the original while retaining the essential ideas. If you change the ideas, then you are not paraphrasing -- you are misrepresenting the ideas of the original, which could lead to serious trouble.

Plagiarism

The reproduction or appropriation of someone else's work without proper attribution; passing off as one's own the work of someone else

Public Domain

The absence of copyright protection; belonging to the public so that anyone may copy or borrow from it.

Quotation

Using words from another source.

Self-Plagiarism

Copying material you have previously produced and passing it off as a new production.

This can potentially violate copyright protection if the work has been published and is banned by most academic policies.

PREVENTING PLAGIARISM WHEN WRITING

In a research paper, you have to come up with your own original ideas while at the same time making reference to work that's already been done by others. But how can you tell where their ideas end and your own begin? What's the proper way to integrate sources in your paper? If you change some of what an author said, do you still have to cite that author?

Confusion about the answers to these questions often leads to plagiarism. If you have similar questions or are concerned about preventing plagiarism, we recommend using the checklist below.

PLANNING YOUR PAPER

1. Consult with your instructor

Have questions about plagiarism? If you can't find the answers on our site or are unsure about something, you should ask your instructor. He or she will most likely be very happy to answer your questions. You can also check out the guidelines for citing sources properly. If you follow them and the rest of the advice on this page, you should have no problems with plagiarism.

2. Plan your paper

Planning your paper well is the first and most important step you can take toward preventing plagiarism. If you know you are going to use other sources of information, you need to plan how you are going to include them in your paper. This means working out a balance between the ideas you have taken from other sources and your own, original ideas. Writing an outline or coming up with a

thesis statement in which you clearly formulate an argument about the information you find will help establish the boundaries between your ideas and those of your sources.

3. Take effective notes

One of the best ways to prepare for a research paper is by taking thorough notes from all of your sources so that you have much of the information organized before you begin writing. On the other hand, poor note-taking can lead to many problems-- including improper citations and misquotations, both of which are forms of plagiarism! To avoid confusion about your sources, try using different colored fonts, pens, or pencils for each one, and make sure you clearly distinguish your own ideas from those you found elsewhere. Also, get in the habit of marking page numbers, and make sure that you record bibliographic information or web addresses for every source right away-- finding them again later when you are trying to finish your paper can be a nightmare!

WRITING YOUR PAPER

1. When in doubt, cite sources

Of course you want to get credit for your own ideas. And, you don't want your instructor to think that you got all of your information from somewhere else. But if it is unclear whether an idea in your paper really came from you, or whether you got it from somewhere else and just changed it a little, you should always cite your source. Instead of weakening your paper and making it seem like you have fewer original ideas, this will actually strengthen your paper by:

- showing that you are not just copying other ideas but are processing and adding to them,
- lending outside support to the ideas that are completely yours, and
- highlighting the originality of your ideas by making clear distinctions between them and ideas you have gotten elsewhere

2. Make it clear who said what

Even if you cite sources, ambiguity in your phrasing can often disguise the real source of any given idea, causing inadvertent plagiarism. Make sure when you mix your own ideas with those of your sources that you always clearly distinguish them. If you are discussing the ideas of more than one person, watch out for confusing pronouns. For example, imagine you are talking about Harold Bloom's discussion of James Joyce's opinion of Shakespeare, and you write: "He brilliantly portrayed the situation of a writer in society at that time." Who is the "He" in this sentence? Bloom, Joyce, or Shakespeare? Who is the "writer": Joyce, Shakespeare, or one of their characters? Always make sure to distinguish who said what, and give credit to the right person.

3. Know how to paraphrase

A paraphrase is a restatement in your own words of someone else's ideas. Changing a few words of the original sentences does NOT make your writing a legitimate paraphrase. You must change both the words and the sentence structure of the original, without changing the content. Also, you should keep in mind that paraphrased passages still require citation because the ideas came from another source, even though you are putting them in your own words.

The purpose of paraphrasing is not to make it seem like you are drawing less directly from other sources or to reduce the number of quotations in your paper. It is a common misconception among students that you need to hide the fact that you rely on other sources. Actually it is advantageous to highlight the fact that other sources support your own ideas. Using quality sources to support your ideas makes them seem stronger and more valid. Good paraphrasing makes the ideas of the original source fit smoothly into your paper, emphasizing the most relevant points and leaving out unrelated information.

4. Analyze and evaluate your sources

Not all sources on the web are worth citing-- in fact, many of them are just plain wrong. So how do you tell the good ones apart? For starters, make sure you know the author(s) of the page, where they got their information, and when they wrote it (getting this information is also an important step in avoiding plagiarism!). Then you should determine how credible you feel the source is: how well they support their ideas, the quality of the writing, the accuracy of the information provided, etc. We recommend using the "Web Page Evaluation Criteria" available through New Mexico State University's website.

VIII. DISCIPLINE PHILOSOPHY, GUIDELINES, AND PROCEDURES

A. DISCIPLINE PHILOSOPHY

In all disciplinary situations, we will use common sense and always focus on what is best for the student. We will operate under the theme of “loving a student enough to discipline”. Your cooperation is greatly appreciated as we work together towards the same goal of creating an environment where young people learn how to make positive decisions and are proactive in their school community.

B. DISCIPLINE GUIDELINES

These guidelines define prohibited conduct. The conduct is prohibited if it occurs on school property, during participation in or attendance at any school related activity anywhere, while traveling to and from school or school-related activities, at any time or place if the conduct has an adverse impact on the school community, or while the student is otherwise under the school jurisdiction. For transfer students, if sanctions imposed by a prior school are deemed insufficient or if additional steps are appropriate for protection of the safety of the school community, disciplinary steps including expulsion may be implemented based on conduct that occurred while the student was enrolled at a prior school.

This code provides guidelines to students, and school employees, but will not under any circumstances be considered a limitation on the authority of school staff, or the Board of Trustees to define misconduct and determine the appropriate punishment for any particular misconduct. The misconduct listed under each level shall not be considered exclusive, but merely provides examples of misconduct that may be considered under the specified level. Depending on the circumstances, misconduct listed under a particular level may be treated as a higher-level offense, and a student may be subject to suspension or expulsion for a single incident or for misconduct not specifically listed under Level III or Level IV. The penalties set forth should be considered minimum penalties for designated offenses.

Definition of Campus Boundaries

Aka`ula School boundaries consist of the indoor areas of the current site at Kualapuu Business Center. Once students have signed in, they are to stay inside the building unless they have permission from a teacher. The office areas are off limits to students unless they have teacher permission. Once a student has signed out, they are expected to leave Kualapuu Business Center unless they have business at another Center establishment.

Student Responsibility

Every student has the right to an education and the responsibility to put forth efforts to achieve it. It is the responsibility of each student to behave appropriately, to comply with these guidelines and their own personal “Code of Conduct”, and to respect the rights of teachers, students, staff, adult volunteers, and all others involved in the educational process. This code is designed to provide a fair way of handling student discipline problems. Every student should understand the rules and the consequences of breaking them.

Teacher Responsibility

The classroom teacher plays a major role in the discipline code. The teacher shall:

1. Communicate with the student and inform the student of the problem
2. Attempt to work with the student to develop a realistic solution to the problem
3. Communicate with the parent when problems arise

LEVEL I

Misconduct: Unexcused lateness to school or class; i.e. lateness to first period class.

Disciplinary Action:

- First three offenses per quarter, tardiness will be recorded in attendance folder and tardiness to class on the behavior clipboard.
- On the fourth offense a discipline referral will be sent home to be signed and returned for placement in the student's cum folder.
- Should tardiness continue, a parent conference may be scheduled.

Unexcused lateness includes: oversleeping, staying up too late, repeated car breakdowns

Excused lateness includes: appointments with verification, acts of nature, funerals, and late airplanes, MEO bus riders

LEVEL II

Misconduct Examples:

- Running in school or within Kualapuu Business Center boundaries
- Failure to return required forms
- Out of seat without permission
- Misconduct during fire drills, assembly programs, or field trips
- Disruptive behavior
- Blurting
- Unprepared for class
- Dress code violation
- Leaving class without permission
- Throwing objects
- Detention misconduct
- Misuse or abuse of school supplies and materials
- Other unacceptable behavior comparable to the above

Disciplinary Actions:

- Offenses are recorded on behavior clipboard. Being listed three times in one day results in either a phone call home, a discipline referral, or a request for a parent conference.

If the offenses become so numerous as to interfere with the educational process, teachers have at their disposal all of the disciplinary actions: suspension of privileges (field trips, dances, participation in extra-curricular activities), detentions, study hall, out-of-school suspension, and any other lawful action they deem appropriate.

LEVEL III

Misconduct Examples:

- Insubordination-failure to obey teachers, aides, and others in authority
- Disrespect
- Cutting class
- Refusing to serve detention and/or unexcused absence from detention
- Leaving school without permission
- Truancy - absence from school without permission or legal excuse
- Forgery
- Plagiarism
- Obscene literature, speech or behavior
- Entering another's backpack without permission
- Gambling
- Unwanted physical contact
- "Play fighting"
- Other unacceptable behavior comparable to the above.

Disciplinary Action:

- Phone call home with accompanying discipline referral
- Parent conference
- Study Hall 1:00-3:00 on a Friday
- Out-of-school suspension
- Expulsion

The precise nature of Level III offenses can vary a great deal depending upon circumstances. The staff is not restricted to any specific action at this level, but will act firmly and appropriately. Any of the above actions or combinations of actions may be imposed.

LEVEL IV

Misconduct Examples:

- Fighting where both parties engage in physical contact
- Arson
- Theft
- Assault
- Extortion - getting money or property by use of threats or violence
- False alarm
- Vandalism
- Harassment
- Weapons policy violation
- Repeated or serious Level I, Level II, or Level III misconduct
- Any other serious unacceptable behavior that results in injury or damage to another person or property or poses a threat to the safety or security of others in the school environment.

Disciplinary Action:

A parent conference shall be scheduled. A written report shall be filed within twenty-four (24) hours of

the incident. Any of the following actions or combination of actions may be imposed.

- Parental notification and conference is mandatory
- Police notification and report
- Friday Study Hall from 1:00 to 3:00
- Out-of-school suspension
- Expulsion
- Restitution

LEVEL V-A

Possession, Distribution, Use and Abuse of Tobacco Products Policy

Aka`ula School is a tobacco free zone and as such recognizes a concern for the welfare of all of its students, and formulates this policy to deal with those students who possess (actively or constructively), distribute, and/or use tobacco products.

Constructive Possession: A person has constructive possession if the person knows the location and has the ability and intent to obtain control of an object. Knowledge and intent can be inferred from the totality of the facts. Possession may involve joint possession by two or more individuals.

Misconduct Examples and Disciplinary Actions:

1. **Possession:** Any student who, while subject to the school's jurisdiction as set forth above, possesses (actively or constructively) tobacco products will be subject to a one (1) to three (3) day out-of-school suspension on first offense and a parent conference.
2. **Distribution, Use, and Abuse of Tobacco Products :** Any student who, while subject to the school's jurisdiction as set forth above, distributes, uses, or abuses tobacco products will be subject to:
 - a. 1st Offense- A five (5) day out-of-school suspension and a parent conference.
 - b. 2nd Offense- parent notification and expulsion
3. **Criminal Prosecution:** As to any offense that occurs while on school property the school shall have the authority to file prosecutions with a district justice for tobacco possession or use.

Level V-B

Drug, Alcohol, and Mood-Altering Substances Policy

Aka`ula School is a drug and alcohol free zone. This policy, including the rules, regulations, and guidelines, is a concerted effort by the school to openly and effectively respond to any use or abuse of drugs, alcohol, and mood-altering substances by the members of our student population.

The following rules, regulations, and guidelines shall be used by all school personnel in situations involving a student's unlawful use, abuse, sale, distribution, and/or possession of drugs, alcohol, any mood-altering substances, or paraphernalia associated with the use of drugs, alcohol, and mood-altering substances. Terminology is defined at the end of this section.

Violation and Disciplinary Actions:

Any student who violates this policy shall be subject to the following disciplinary, rehabilitative, and punitive actions. The Board reserves the right to use any other lawful measures deemed necessary to control and eliminate the use of drugs, alcohol, and other mood-altering substances.

1. **Violation.** A student possesses drug-related paraphernalia and/or a student possesses (actively or constructively), uses, or is under the influence of drugs, alcohol, or mood-altering substances.
 - a. **First Offense**
 - i. Parents will be immediately notified.
 - ii. Law enforcement authorities will be immediately notified.
 - iii. An informal hearing shall be scheduled.
 - iv. If after the informal hearing the building administrator determines the student has committed the offense, the school will:
 1. Suspend the student out of school for seven (7) days;
 2. Require that the student undergo an assessment by a licensed drug and alcohol facility and comply with the recommendations of that facility.
 - v. Uncooperative behavior will lead to an additional three days of suspension.
 - b. **Subsequent Offense(s)**
 - i. The student's parents will be asked to come to school immediately.
 - ii. The law enforcement authorities will be notified.
 - iii. An informal hearing will be held.
 - iv. If after the informal hearing it is determined the offense has been committed by the student, the school will:
 1. Expel the student.
2. **Violation:** A student distributes a drug, alcohol, or mood-altering substance.
 - a. The student's parents will be required come to the office immediately.
 - b. Law enforcement authorities will be contacted immediately.
 - c. An informal hearing will be scheduled.
 - d. If after the informal hearing it is determined the offense has been committed by the student, the school shall:
 - i. Expel the student.

Additional Procedures and Rules

A student who is on suspension or assigned to study hall SHALL NOT PARTICIPATE IN NOR ATTEND any extracurricular school activity during this period of time. This will be in effect immediately upon notification of the suspension or assignment to in-school suspension.

NOTE: Any problem that is compounded by lying will result in more stringent disciplinary action.

Definition of Terms

Drug/Mood altering Substance/Alcohol:

Alcohol, drugs, narcotics, and/or other health endangering compounds which include but are not limited to: alcohol, alcoholic beverages, tranquilizers, amphetamines, synthetic opiates, marijuana, LSD and other hallucinogens, glue solvent-containing substances, anabolic steroids, "look alike" drugs, and all controlled substances identified in the following laws:

Look-alike Drugs:

Substances manufactured or designed to resemble - 1) drugs; 2) mood-altering substances; 3) narcotics; or 4) other health endangering compounds.

Distribution:

To deliver, sell, pass, share, or give to another person, or to assist in distribution of any alcohol, drug, or mood altering substance; actual, constructive, or attempted transfer from one person to another of any alcohol, drug, or mood-altering substance.

Active Possession:

Active possession is to possess or hold any alcohol, drug, or mood-altering substance.

Constructive Possession:

A person has constructive possession if the person knows the location and has the ability and intent to obtain control of an object. Knowledge and intent can be inferred from the totality of the facts. Proximity does not establish possession, but may be used to infer knowledge or intent. Possession may involve joint possession by two or more individuals.

Cooperative Behavior:

Cooperative behavior is the student's willingness to work reasonably and helpfully with staff and school personnel, and to comply with requests and recommendations.

Uncooperative Behavior:

Uncooperative behavior is the student's resistance or refusal, verbal, physical, or passive, to comply with reasonable school personnel requests or recommendations. Defiance, assault, deceit, and flight are examples of uncooperative student behavior.

Drug Paraphernalia:

Includes any equipment, utensil or item that in the school's judgment can be associated with the use of drugs, alcohol, or mood altering substances. Examples include but are not limited to roach clips, pipes and bowls.

Inspections and Searches

Inspections and searches shall be conducted per school policy as established by the Board of Trustees.

Violation of Policy

This policy is violated when any student, visitor, guest or any other person unlawfully manufactures, uses, abuses, possesses, constructively possesses, is under the influence of, distributes, attempts to distribute drugs, alcohol, or any mood-altering substances, or drug paraphernalia on school premises, or at any school-sponsored activity anywhere, or while traveling to and from school or school-related activities utilizing transportation approved by the School District, or who conspires, aids, or abets in the use, abuse, active possession, constructive possession, or distribution of drugs, alcohol, or any mood-altering substances. Student use of medications is permitted only as prescribed by a physician and with the knowledge and approval of the school staff.

IX. ANTI-BULLYING POLICY

The Aka`ula School Board of Trustees recognizes that a school that is physically and emotionally safe and secure for all students promotes good citizenship, increases student attendance and engagement, and supports academic achievement. To protect the rights of all students and groups for a safe and secure learning environment, the board of education prohibits acts of bullying, harassment, and other forms of aggression and violence. Bullying or harassment, like other forms of aggressive and violent behaviors, interferes with both a school's ability to educate its students and a student's ability to learn. All administrators, faculty, staff, parents, volunteers, and students are expected to refuse to tolerate bullying and harassment and to demonstrate behavior that is respectful and civil. It is especially important for adults to model these behaviors (even when disciplining) in order to provide positive examples for student behavior.

“Bullying” or “harassment” is any gesture or written, verbal, graphic, or physical act (including electronically transmitted acts – i.e., cyber-bullying, through the use of internet, cell phone, personal digital assistant (pda), computer, or wireless handheld device, currently in use or later developed and used by students) that is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress and may be motivated either by bias or prejudice based upon any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression; or a mental, physical, or sensory disability or impairment; or by any other distinguishing characteristic, or is based upon association with another person who has or is perceived to have any distinguishing characteristic. Bullying and harassment also include forms of retaliation against individuals who report or cooperate in an investigation under this policy. Such behaviors are considered to be bullying or harassment whether they take place on or off school property, at any school-sponsored function, or in a school vehicle or at any time or place where a child's imminent safety or over-all well-being may be at issue.

“Bullying” is conduct that meets all of the following criteria:

- is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress;
- is directed at one or more pupils;
- is conveyed through physical, verbal, technological or emotional means;
- substantially interferes with educational opportunities, benefits, or programs of one or more pupils;
- adversely affects the ability of a pupil to participate in or benefit from the school district's or public school's educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing emotional distress; and,
- is based on a pupil's actual or perceived distinguishing characteristic (see above), or is based on an association with another person who has or is perceived to have any of these characteristics.

“Bullying often occurs outside of the school’s physical grounds yet these actions impact the safety of our students as though they have occurred on school grounds. Any bullying behavior demonstrated at school community will be addressed by the school.” Queen Bees and Wannabes, Rosalind Wiseman

“Harassment” is conduct that meets all of the following criteria:

- is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress;
- is directed at one or more pupils;
- is conveyed through physical, verbal, technological or emotional means;
- substantially interferes with educational opportunities, benefits, or programs of one or more pupils;
- adversely affects the ability of a pupil to participate in or benefit from the school district’s or public school’s educational programs or activities because the conduct, as reasonably perceived by the pupil, is so severe, pervasive, and objectively offensive as to have this effect; and,
- is based on a pupil’s actual or perceived distinguishing characteristic (see above), or is based on an association with another person who has or is perceived to have any of these characteristics.

The scope of this policy includes the prohibition of every form of bullying, harassment, and cyber-bullying/harassment, whether in the classroom, on school premises, immediately adjacent to school premises, when a student is traveling to or from school (portal to portal), or at a school-sponsored event, whether or not held on school premises. Bullying or harassment, including cyber-bullying/ harassment, that is not initiated at a location defined above is covered by this policy if the incident results in a potentially material or substantial disruption of the school learning environment for one or more students and/or the orderly day-to-day operations of any school or school program.

The Aka’ula School Board of Trustees expects students to conduct themselves in a manner in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students, school staff, volunteers, and contractors.

Consequences and appropriate remedial actions for a student or staff member who engages in one or more acts of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion, in the case of a student, or suspension or termination in the case of an employee, as set forth in this document and the approved student discipline code, Levels III and IV. School employees will also be held accountable for bullying or harassing behavior directed toward school employees, volunteers, parents, or students.

Consequences for a student who commits an act of bullying and harassment shall vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student’s history of problem behaviors and performance, and must be consistent with the Board of Trustee’s approved discipline code of student conduct. Remedial measures shall be designed to: *correct the problem behavior*; *prevent another occurrence* of the behavior; and *protect the victim* of the act. Effective discipline should employ a school-wide approach to adopt a rubric of bullying offenses and the associated consequences.

Strategies for Environmental Change (Classroom, School Building, or School District):

- Activities or strategies designed to help the student who engaged in bullying or harassment reflect on the offending behavior, maintaining an emotionally-neutral and strength-based approach
- School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation, or bullying
- Change process to improve school culture
- School climate improvement/improvement in conditions for learning and instructional pedagogy (incorporation of brain-compatible strategies)

- Adoption of research-based, systemic bullying prevention programs
- Modifications of schedules
- Adjustments in hallway traffic
- Modifications in student routes or patterns traveling to and from school
- Increased supervision and targeted use of monitors (e.g., hallway, cafeteria, bus)
- General professional development programs for certificated and non-certificated staff
- Professional development plans for staff in key disciplinary roles
- Disciplinary action for school staff who contributed to the problem
- Parent conferences
- Referral to family counseling
- Increased involvement of parent-teacher organizations
- Increased involvement of community-based organizations
- Increased opportunities for parent input and engagement in school initiatives and activities
- Peer support groups
- Increase communication with and involvement of law enforcement (e.g., school resource officer, juvenile officer)
- Engage in community awareness events and planning sessions

The Aka`ula School Board of Trustees requires the principal and/or the principal's designee to be responsible for determining whether an alleged act constitutes a violation of this policy. In so doing, the principal and/or the principal's designee shall conduct a prompt, thorough, and complete investigation of each alleged incident. The investigation is to be completed within three school days after a report or complaint is made. The parents of the students involved shall receive written notice from the school on the outcome of the investigation (in compliance with current privacy laws and regulations). The school for annual data review must record all reports on instances of bullying and/or harassment.

The Aka`ula School Board of Trustees prohibits reprisal or retaliation against any person who reports an act of bullying or harassment or cooperates in an investigation. The consequences and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature, severity, and circumstances of the act.

The Aka`ula School Board of Trustees prohibits any person from falsely accusing another as a means of bullying or harassment. The consequences and appropriate remedial action for a *person* found to have falsely accused another as a means of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion.

The Aka`ula School Board of Trustees requires school officials to annually disseminate the policy to all school staff, students, and parents, along with a statement explaining that it applies to all applicable acts of harassment and bullying that occur on school property, at school-sponsored functions, or on a school bus. The chief school administrator shall develop an annual process for discussing the school district policy on harassment and bullying with students and staff.

The school district shall incorporate information regarding the policy against harassment or bullying into each school program and handbook.

X. TECHNOLOGY POLICY

I. STUDENT COMPUTER AND INTERNET USE OVERVIEW

The school provides computers, networks and Internet access to support its educational mission and to enhance the curriculum and learning opportunities for students and school staff. The Board believes that the resources available through the Internet are of significant value in the learning process and prepare students for future success. At the same time, the unregulated availability of information and communication on the Internet requires that schools establish reasonable controls for lawful, efficient and appropriate use of this technology.

- Students are required to comply with this policy and the accompanying rules.
- All school computers remain under the control, custody and supervision of the school.
- The school reserves the right to monitor all student computer and Internet activity. Students have no expectation of privacy in their use of school computers. The Internet access via Aka`ula School (local and remote) is considered a limited forum similar to the school newspaper; therefore a user's speech may be restricted by the school.
- While reasonable precautions will be taken to supervise student use of the Internet, the school cannot reasonably prevent all inappropriate uses, including access to objectionable materials and communication with persons outside of the school, in violation of Board policies/procedures and school rules.
- The school is not responsible for the accuracy or quality of information that students obtain through the Internet.
- The Principals shall be responsible for overseeing the implementation of this policy and the accompanying rules and for advising the Board of the need for any future amendments or revisions to the policy. The Principals may develop additional administrative procedures governing the day-to-day management of the school's computers as long as they are consistent with the Board's policy/rules.
- Aka`ula School will cooperate with local, state, or federal officials in any investigation related to suspected illegal activities conducted through Aka`ula School's computer and Internet systems. The Board reserves the rights to place a wide range of restrictions on the use of the Internet accounts and computer systems, to involve law enforcement officials and to file charges if warranted.

II. AKA`ULA SCHOOL COMPUTER AND INTERNET USE RULES

These rules are intended to provide general guidelines and examples of prohibited uses but do not attempt to state all required or prohibited activities by users. Students who violate the policy and/or rules may have their computer privileges revoked and may also be subject to further disciplinary and/or legal action. Penalties include, but are not limited to, loss of computer system access, suspension, and expulsion.

a. Computer Use is a Privilege, Not a Right

Student use of the school's computers, networks, Internet and other services is a privilege, not a right. Unacceptable use/activity may result in suspension or cancellation of privileges as well as additional disciplinary and/or legal action. The principal shall have final authority to decide whether a student's privileges will be denied or revoked.

b. Acceptable Use

Student access to the school's computers, networks, Internet and other services are provided for educational purposes consistent with the school's educational mission, curriculum and instructional goals. The same rules and expectations govern student use of computers as apply to

other student conduct and communications. Students are further expected to comply with these rules and all specific instructions from the teacher or other supervising staff member/volunteer when accessing the school's computers, networks, Internet and other services. Student use of computers and resources is limited to educational purposes, regardless of the location of the student or the computer.

c. Prohibited Use

The user is responsible for his/her actions and activities involving school computers, networks, Internet and other services and for his/her computer files, passwords and accounts. Examples of **unacceptable uses that are expressly prohibited, include, but are not limited to**, the following:

- i. **Accessing and Posting Inappropriate Materials** – Using Aka`ula School computers or networks to post or publish obscene, profane, lewd, rude, inflammatory, threatening or disrespectful language in public or private messages or material. Accessing, submitting, publishing, forwarding, downloading, scanning or displaying materials that are defamatory, abusive, obscene, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing and/or illegal;
- ii. **Illegal Activities** – Using the school's computers, networks, Internet and other services for any illegal activity or activity that violates other Board policies, procedures and/or school rules;
- iii. **Violating Copyrights** – Copying, downloading, uploading, or sharing copyrighted materials without the owner's permission;
- iv. **Plagiarism** – Representing as one's own work any materials obtained on the Internet (such as term papers, articles, etc.). When Internet sources are used in student work, the author, publisher and Website must be identified;
- v. **Copying Software** – Copying or downloading software without the express authorization of the system administrator or teacher;
- vi. **Misuse of Online Services** – Using the school's computers, networks, Internet and other services for non-school-related purposes such as private financial gain, commercial, advertising or solicitation purposes; Using Chat Rooms, Instant Messenger, Blogs, Social Networks, email systems, or creating and posting personal websites for non-school related uses
- vii. **Misuse of Passwords/Unauthorized Access** – Sharing passwords, using other users' passwords and/or accessing other users' accounts;
- viii. **Malicious Use/Vandalism** – Any malicious use, disruption or harm to the school's computers, networks, Internet and other services, including but not limited to hacking activities and creation/uploading of computer viruses;
- ix. **Filters** – Over riding, or disabling filters.

d. No Expectation of Privacy

The school retains control, custody and supervision of all computers, networks and Internet services owned or leased by the school. The school reserves the right to monitor all computers, Internet, networks and other activity by students. Students have no expectations of privacy in their use of school computers, including e-mail and stored files.

e. Compensation for Losses, Costs and/or Damages

The student and/or the student's parent/guardian shall be responsible for compensating the school for any losses, costs or damages incurred by the school related to violations of this policy and/or these rules, including investigation of violations.

f. School Assumes No Responsibility for Unauthorized Charges, Costs or Illegal Use

The school assumes no responsibility for any unauthorized charges made by students including, but not limited to, credit card charges, long distance telephone charges, equipment and line costs, or for any illegal use of its computers such as copyright violations.

g. Student Security

A student shall not reveal his/her full name, address or telephone number on the Internet without prior permission from a supervising teacher. Students will not post pictures, either their own or pictures of others, without proper permission. Students should never meet people they have contacted through the Internet without parental permission. Students should inform their supervising teacher if they access information or messages that are dangerous, inappropriate or make them uncomfortable in any way.

h. System Security

The security of the school's computers, networks, Internet and other services is a high priority. Any user who identifies a security problem must notify an administrator. The user shall not demonstrate the problem to others. Any user who attempts or causes a breach of system security shall have his/her privileges revoked and may be subject to additional disciplinary and/or legal action.

i. Parental Permission Required

Before a student is allowed to use school computers and Internet services, the student and the student's parent/guardian must sign and return the Computer/Internet Use Agreement annually. The school will retain the signed acknowledgment.

III. WEBSITE POLICY

From time to time the school takes pictures and shoots videos to use in the school newsletter and for other school publications and projects. The school website is located at <http://www.akaulaschool.org>. As part of this website, the school wants to showcase student work and activities and recognize their achievements. The Board has developed the following content guidelines for our school website in this regard.

- a. No personal information, including full name, address, phone number, birth date, social security number, or email address of a student, will be provided on a school website.
- b. Photographs of large groups of students may be posted on a school website without parental permission as long as individual students are not singled out or identified in any way (e.g., a school assembly, sporting activity, or music festival).
- c. An annual release will be requested from parents to allow photographs and video of individual children or small groups of children (e.g., class photos) to be posted on a school website. Parents may change their permission at any time by notifying the school in writing.

IV. BORROWING TECHNOLOGY EQUIPMENT

On occasion, Aka`ula School permits students to borrow technology equipment, such as laptops, digital cameras, video cameras and assorted peripheral items, for school and home use based on mutual agreement of the following:

- a. The student will return the equipment at the established due dates and times and understand that they will be billed for replacement costs if equipment is not returned promptly and in working condition. Replacement costs will be based on current value market of items.
- b. The student may be required to present his/her computer for periodic audits and inspections. The student has no expectation of privacy on school owned equipment.

- c. The student may not modify or alter any of the software or hardware or services. In the event alterations are made, the student will be charged the repair fee. This will include a minimum \$20 reimaging fee for downloading unauthorized software.
- d. Students must not share their laptops with others. Students are responsible for their individual accounts and must take all reasonable precautions to prevent others from being able to use them. Giving a student, or any other person, his or her password is strictly prohibited.
- e. The student will bring his/her laptop to every class and come to school with the laptop battery fully charged. Having a dead battery will not be an acceptable excuse for late or missing work .
- f. The student is responsible for backing up his/her work. Lost work due to machine malfunction is not an acceptable excuse.
- g. The student will treat this equipment with the same care as if it were his/her own property.
- h. The student will maintain the equipment in clean condition and will not eat or drink around the equipment.
- i. The student will avoid use in situations that are conducive to loss or damage.
- j. Photographic equipment may be used only in places accepted by the principal. No cameras, video cameras or other such recording devices are allowed in restrooms, locker rooms, dressing rooms or other areas deemed private.
- k. The student will heed general maintenance alerts and advice from school technology personnel.
- l. The student will promptly report any malfunction, loss, damage or theft to the Technology Coordinator.
- m. The student will always transport the equipment within the case provided.
- n. The student will adhere to Aka`ula School's Acceptable Use of Technology Policy when using this equipment at all times and in all locations.
- o. Students are responsible for following all school rules for appropriate computer use while online at home.

STUDENT COMPUTER/INTERNET USE ACKNOWLEDGMENT FORM

No student shall be allowed to use school computers or the Internet until the student and parent/guardian have signed and returned this acknowledgment to the school.

Student Name (please print):

I have read Aka`ula School's computer/Internet use policy and rules, and agree to comply with them.

Signature of Student

Date

Parent/Guardian Name (please print):

I have read Aka`ula School's computer/Internet use policy and rules and understand that my son/daughter's use of school computers is subject to compliance with these rules.

Signature of Parent/Guardian

Date

Damage or Loss

I take responsibility for any costs incurred due to loss or damage of equipment as determined by the school. I understand that if I violate the above I may not be permitted to check out school equipment in the future and will be billed for any costs incurred by the school.

I have read and agree to the above conditions.

Student Name (printed): _____

Student Signature: _____ Date: _____

I give my son/daughter permission to check out equipment as per the agreement above.

Parent/Guardian Name (printed): _____

Parent/Guardian Signature: _____ Date: _____